

**THE TEACHER'S METHOD IN TEACHING VOCABULARY: A CASE  
STUDY IN SECOND GRADE OF SMP MUHAMMADIYAH 1  
KARTASURA**



**RESEARCH PAPER**

Submitted as a Partial of Fulfillment of Requirements for Getting Bachelor Degree of  
Education in English Department

by:

**PRABAKTI NOER KAHARIESTA**

**A 320 150 026**

**ENGLISH EDUCATION DEPARTMENT  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

**2019**

## **APPROVAL**

### **THE TEACHER'S METHOD IN TEACHING VOCABULARY: A CASE STUDY IN SECOND GRADE OF SMP MUHAMMADIYAH 1 KARTASURA**

Proposed by:

**Prabakti Noer Kahariesta**

**A 320 150 026**

This research paper has been approved by the advisor of faculty of Teacher Training and Education, Muhammadiyah University of Surakarta to be continued as research paper

Surakarta, June 21, 2019

Consultant,



**(Nur Hidayat. M.PD)**  
**NIK. 771**

## ACCEPTANCE

### THE TEACHER'S METHOD IN TEACHING VOCABULARY: A CASE STUDY IN SECOND GRADE OF SMP MUHAMMADIYAH 1 KARTASURA

By

PRABAKTI NOER KAHARIESTA

A320150026

Accepted and Approved by Based of Examiner  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
On July 04, 2019

Team of Examiner:

1. Nur Hidayat, M.Pd

Chair Person)

2. Aryati Prasetyarini, M.Pd

(Member I)

3. Rini Fatmawati, M.Pd

(Member II)

(.....)  
(.....)  
(.....)

Dean,

  
Prof. Dr. Hartono Joko Prayitno, M.Hum  
NIDN. 0028046501

## PRONOUNCEMENT

I, the undersigned below,

Name : Prabakti Noer Kahariesta  
NIM : A320150026  
Study Program : English Education Department  
Title : The Teacher's Method in Teaching Vocabulary: A Case Study in Second Grade of SMP Muhammadiyah 1 Kartasura.

I hereby declare that this research paper is my real masterpiece. The things out of my masterpiece in this proposal are signed by citation and referred in the bibliography. If it is later proven that it has discrepancies, I am willing to take the sanctions according to the applicable regulations.

Surakarta June 21, 2019

Declared by



Prabakti Noer Kahariesta

NIM. A 320 150 026

## MOTTO

*Jangan biarkan orang lain membuat mu terburu-buru sesuai dengan waktu mereka.*

*-Unknown-*

*Can or cannot, you have to do it. Keep going!*

*-reseacrcher-*

## **DEDICATION**

Gratefully I dedicate this research paper to:

1. Allah SWT for blessing me,
2. My beloved father, mother, and brother,
3. My close friends,

## ACKNOWLEDGEMENT

*Bismillahirrohmanirrohim*

*Assalamu 'alaikum Wrahmatullahi Wabarakatuh*

*Alhamdulillah Robbil 'aalamiin*, all praise being to Allah SWT, Lord of the world, the Most Merciful, who blesses the researcher so that he could complete his research paper as a partial fulfillment of the requirements for getting Bachelor Degree of Education in Department of English Education at Muhammadiyah University of Surakarta. Also peace be upon for the prophet Muhammad SAW for his family, his companions, and his followers. *Aamiin.*

The researcher would like to express her sincere gratitude for all people who give contribution and support in accomplishing this research paper. Thus, the researcher would like to express her deepest gratitude and appreciation to:

1. **Prof. Dr. Harun Joko Purnomo, M. Hum.**, as Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta,
2. **Mauliyah Halwat Hikmat, Ph. D.**, as Head of Department of English Education of Teacher Training and Education Faculty,
3. **Nur Hidayat, S. Pd., M. Pd.**, as my consultant for his patience, guidance, and suggestions to finish this study,
4. **Hepy Adityarini, M.A.**, as my academic counselor for her patience, guidance, and suggestions during my study,
5. The examiners who has given a great chance and easiness for the researcher to get through this one of the most steps in his life,
6. All the lecturers in the Department of English Education who have helped and guided for all of their beneficial knowledge that has been taught to the researcher.
7. Mrs. Yayuk S. Pd as the English Teacher of SMP Muhammadiyah 1 Kartasura for giving the permission and guidance in conducting this research,
8. His beloved parents, Munawar and Saparni, for the support, endless love, prayer, motivation, facilitates, and patience,

9. His beloved family, my brother Rizal, Dek Lita, and all who helped the researcher thank you so much.
10. His beloved best friends, Ramadhan Djanu (partner in research), Odhie D (partner in go to college), Ma'ruf H and Adelino N (partner in same consultant), Andhika W, Adhimas S and all of Amadeus class.
11. All the people who cannot be mentioned one by one for their support to the researcher for completing this research.

Finally, the researcher realizes that this research paper was still far from being perfect. So, the suggestion and structural criticism are expected for the perfection of this work.

*Wassalamu'alaikum Warrahmatullahi Wabarakatuh*

The Researcher

Prabakti Noer K



# **THE TEACHER'S METHOD IN TEACHING VOCABULARY: A CASE STUDY IN SECOND GRADE OF SMP MUHAMMADIYAH 1 KARTASURA**

## **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan mengenai metode yang digunakan oleh guru bahasa inggris dalam mengajar kosakata, pengimplementasian guru terhadap metode mengajar di kelas, serta mengidentifikasi respon yang diberikan oleh siswa terhadap metode yang guru terapkan dalam pembelajaran kosakata. Metode yang digunakan dalam penelitian ini adalah penelitian deskripsi kualitatif, teknik dalam pengambilan datanya lewat observasi, interview serta dokumentasi. Penelitian ini menggunakan teori dari Richards and Rodgers (1986) sebagai acuan dalam menemukan dan menganalisis metode-metode mengajar kosakata bahasa inggris.

Subjek penelitian ini adalah guru dan siswa. Berdasarkan analisis data, hasil dari penelitian ini menunjukkan bahwa guru menggunakan 3 metode dalam mengajar kosakata, yaitu Grammar Translation Method, Direct Method, dan Total Physical Response. Dalam pengimplemntasiannya di dalam kegiatan belajar mengajar, langkah-langkahnya adalah mengidentifikasi kata dalam teks, mengingat kosakata, membentuk kalimat dengan kata baru, mengisi kekosongan, dan menulis dengan topic yang diberikan. Metode yang lain langkah-langkahnya adalah membaca, latihan tanya jawab, membenarkan pekerjaan siswa, latihan percakapan, dan menulis paragraph. Dan langkah metode yang terakhir adalah menyanyi dengan bergerak. Respon siswa terhadap pengimplementasian metode yang guru gunakan dalam mengajar kosakata sangatlah baik dan positif, karena selama proses pembelajaran siswa mampu menikmati dan memahami materi dengan lancar.

Kata kunci : metode guru, pengimplementasian guru, respon siswa

# **THE TEACHER'S METHOD IN TEACHING VOCABULARY: A CASE STUDY IN SECOND GRADE OF SMP MUHAMMADIYAH 1 KARTASURA**

## **ABSTRACT**

This research aims to describe the teacher methods used by the English teacher in teaching vocabulary, the implementation teacher method in the classroom, and identify the students responses toward the teacher method in teaching vocabulary. The method used in this research is descriptive qualitative research, the technique for collecting data through observation, interview, and documentation. This research used theory from Richards and Rodgers (1986) as reference on finding and analyzing the methods in teaching English vocabulary.

The subject of this research is teacher and students. Based on the data analysis, the result of this shows that the teacher use 3 methods in teaching vocabulary, that is Grammar Translation Method, Direct Method, and Total Physical Response. In the implementation in teaching learning process, the steps are identifying the words in the text, Memorizing Vocabulary, Forming sentences with the new word, Practicing Fill-in-the-blank exercise, and Writing compositions from a given topic. The other ones are Reading Aloud, Question and Answer Exercise, Getting Students to Self-Correct, Conversation Practice, and Paragraph Writing. And the last is Action Song. The students responses toward implementation the method that teacher used is good and positively, because during the teaching learning process, the students can enjoy and understand fluently.

Keywords: teacher method, teacher implementation, students response

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